DOCUMENT RESUME

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ABSTRACT

This exercise simulates the process of planning for inservice training. It compresses what would typically involve many weeks and interaction with large numbers of people into a 10-hour exercise. The simulation requires that a planning group of 10 members formulates a plan for the 65 staff members of an elementary school, given the constraints of an inservice training budget, a school calendar, and a limited amount of consultant help. Recommendations are to be developed for an inservice training program for the 1970-71 school year that will prepare the school staff to implement differentiated staffing in 1971-72. The information from which the team will work is contained in a memo from the "District Advisory Group" and includes a statement of the planning group's task, a set of criteria to consider in planning an inservice training program, a task breakdown for the elementary school's future operations, a description of four staff roles which will be included in the plans, the elementary school calendar for 1970-71, and inservice training budget, and a summary report on the school personnel. The four phases of the exercise are planning, evaluation and analysis, plan modification, and reports and analysis. (SP 004 892, 894 and 895 are related documents.) (MBM)

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IN-SERVICE TRAINING DESIGN SIMULATION

What is a Simulation?

Simulations are operating models of physical or social processes. A Social Science Simulation permits participants to develop insights into social processes without having to experiment with the real world.

What Does This Simulation Do?

This exercise simulates the process of planning for in-service training. It compresses what would typically involve many weeks, and interaction with large numbers of people into a ten hour exercise. Because a major objective of the exercise is for individuals from districts involved in differentiated staffing to share their ideas on in-service training, a simulated planning team will be composed of participants from at least two SPU projects.

How Does This Simulation Work?

The simulation requires that a planning group of ten members formulates a plan for the 65 staff members at Lincoln Elementary School given the constraints of an in-service training budget, a school calendar and a limited amount of consultant help.

Your planning group will develop recommendations for an in-service training plan for the 1970-71 school year that will prepare the staff of Lincoln Elementary School to implement differentiated staffing in 1971-72. There is not a pre-set model of what the operation at Lincoln Elementary in 1971-72 should look like, so that your planning group will be able to share actual experience in defining the program.

Because this simulation does not replicate all the elements of a real world planning situation, there are only certain types of information that you, as a participant on the planning team, will have. This information is basically contained in a memo to your group from the "District Advisory Group". This memo includes:

1. A statement of your planning group's task.
2. A set of criteria to consider in planning an in-service training program.
3. A Task Breakdown for Lincoln Elementary School's future operations.
4. A description of four staff roles that will be included in your plans.
5. The Lincoln Elementary School Calendar for 1970-71.

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6. An In-Service Training Budget
7. A Summary Report on personnel at Lincoln Elementary School.

This background information provides the framework for your plans, but does not include descriptions of the School, student needs, staff competencies or community influences. You will have to draw on the experiences of the members of your group to fill in these information gaps. You can assume that Lincoln Elementary School is a typical medium-sized urban elementary school. Your group should reach an agreement on the basic student and staff needs before going too far into the planning of the in-service training model.

Phase 1 - Planning

The Planning phase of the simulation will include three meeting sessions:

Session I.

1. Investigation of problems, constraints, each other.
2. Choose a Planning Group Chairman, and a person or method to record your plans.
3. Select the major training needs and possible techniques for your plan, given the constraints.

Session II.

1. Set major training objectives, activities and identify consultants.

Session III.

1. Allocate time, consultants, other resources and write up a draft of the training plan.

Phase II - Evaluation and Analysis

In Phase II, planning teams will be broken up, and individuals will be reassigned to Reality Test Groups. Each Reality Test Group will be made up of participants from an actual SPU project. This project team will then review three in-service training plans, as if those plans were designed for an elementary school in your district.

Each Reality Test Group will examine the plans from the perspectives of:

1. The teachers in the school
2. The Administration of the school
3. The students
4. The community

The Reality Test Group will prepare a critique of the plans presented to them.

Phase III - Plan Modification

Each planning team will re-group and develop a final training design using the Phase II critiques. Reports will be duplicated for distribution in Phase IV.

Phase IV - Reports and Analysis

The final session of the simulation will be the presentation, to all participants, of these reports, and recommendations for in-service training that have come out of the exercise.

Sequence of Activities

Meeting Sessions:

I	II	III	IV	V
Planning Group Plans: Objectives Resources Time Cost			Reality Test Group critiques plans --- Planning Group finalizes design	Full Group Presentations
PHASE I			PHASE II, III	PHASE IV

Resources

Each Planning Group has available:

A list of consultants you can contact to be used in the in-service program. Each consultant has a fee of $100 per day that can be charged against your budget.

These consultants can be contacted at any time during the conference (ie. mealtimes, free time).

Consultants operate under the same constraints as in real life; they can only help if there is no conflict with their real-life commitments.

All consultants travel expenses are fixed at $50 per round trip to Lincoln Elementary School.

FORMAT FOR OUTLINING RECOMMENDATIONS:

IN-SERVICE TRAINING PLAN - LINCOLN ELEMENTARY SCHOOL

Sept. 1970 - June 1971

I. Role Descriptions:

Indicate the title, the tasks and the number of people in each major role for which training will be required. (If a role is not a new one, but has new tasks, it should be included).

Example:

	TITLE	TASKS	NUMBER NEEDED
1.	Instrucional Aide	Small group instruction Construct bulletin boards Procure instructional materials Contacting parents Tutoring students	8
2.	etc.		

IN-SERVICE TRAINING PLAN - LINCOLN ELEMENTARY SCHOOL

Sept. 1970 - June 1971

II. Training Objectives:

Indicate the major training objectives for the staff.

A. Training that is common to all staff members.

B. Training that is specialized to groups.

Example:

A. Training Common To All Staff:

1. To understand and apply principles of effective interpersonal communication.
2. To participate effectively in group planning meetings.
3. Develop team decision making models.

B. Training for Teachers:

1. To understand and apply basic principles of curriculum construction.
2. Recognize and be able to use new methods of evaluating learning including use of performance criteria, self evaluation, CAM, the portfolio.
3. etc.

IN-SERVICE TRAINING PLAN - LINCOLN ELEMENTARY SCHOOL

Sept. 1970 - June 1971

III. Major In-Service Training Activities and Resources:

Write up an event sheet that will correspond to dates on the School Calendar. This should include dates and times, participants to be involved, a short description of the activity and a cost estimate.

Example:

DATE & TIME	PARTICIPANTS	ACTIVITIES	COST ESTIMATE
1. Sept. - Dec. Tuesday mornings 9 - 11	All Staff	Group Problem Solving Techniques Staffing Model Construction Small Group Planning Simulations	Consultant (Dr. Jones) $1,200
2. etc.			

MEMO

TO: In-Service Planning Committee

FROM: District Advisory Group

RE: Responsibilities and guidelines for the In-Service Planning Committee

March 21, 1970

Purpose of a New In-Service Training Plan

As you know, our district, in cooperation with the State Department of Education, is attempting a pioneering effort in the implementation of new staffing patterns, scheduling flexibility, and teacher in-service training programs. The In-Service Planning Committee members, selected because of demonstrated capacity to provide leadership for our district in these areas, is requested to provide recommendations for an in-service program for the staff at Lincoln Elementary School. The Advisory group recognizes that Lincoln Elementary School does not have, presently, the kind of data and information that would provide the basis for the model in-service program. However, because Lincoln has made the decision to implement a full scale differentiated staffing and flexible scheduling plan by the school year 1972-73, we would like your committee to recommend a training program that will prepare the staff of Lincoln Elementary School to accomplish this.

Criteria for Training Models

Ideally a model in-service program would include the following innovations:

1. Specification of performance criteria for the varied aspects of teacher roles and tasks. These would follow from a total assessment of student needs and school objectives.

2. A staff structure which recognizes and capitalizes on individual differences among teachers.

3. The creation of several alternative paths for gaining competency, each leading to attainment of specified criterion behaviors in

content area, behavioral and human relations skills.

4. Imaginative development and use of novel techniques (C.A.I., micro-teaching, learning modules, group problem solving) as a means to specified teaching outcomes.

5. The institutionalization of research that systematically modifies in-service practices, and in-service practices modify research.

6. Flexibility in school structure and scheduling so as to allow active involvement in in-service programs.

7. Promotion, tenure and shifts in teachers roles based on performance rather than length of service or number of university credits earned. Included in performance would be ability to train others.

8. Heavy reliance on within-school people for in-service training.

The District Advisory Group recognizes that your planning committee cannot deal with all these issues in the plans you will work on, however, we hope you will develop new methods and concepts to help Lincoln successfully implement its differentiated staffing plans.

Task Breakdown: Lincoln Elementary School

In analyzing tasks that will need to be accomplished to meet objectives for elementary schools in our district, the District Advisory Group made a rough breakdown according to the general functions of a school's operation. This is shown on the following page.

Staff Roles

The Planning Committee on differentiated staffing for Lincoln Elementary School had, as you are probably aware, not moved very far in their planning. They developed four general roles, that clearly need further definition. These roles are:

Coordinating Teacher: Teaches in-service training, curriculum coordination, research applications.

Senior Teacher: Teaches curriculum development, supervision, team leader, in-service training.

Instructor: Teaches, specializes in at least one instructional mode.

Aide: Assists instructors in small group and independent study, clerical, record keeping duties.

In the planning effort your committee will make for in-service training, these roles need to be further defined to accomplish tasks that have been specified.

MAJOR TASKS

Administration	Research & Evaluation	Planning	Guidance	Instruction	Staff Development
Decision-making -sets priorities	Evaluation of Programs	Plan programs	Orientation & Testing	Diagnose Student Needs	Supervise Instruction
Writes Projects for funding	Evaluation of Curriculum	Develop Curriculum	Referral to Psychiatrist	Evaluation of Student Performance	Design in-service Workshops
Contracts for Consultant, outside expertise	Evaluation of Personnel		Parent-liason	Supervise Instruction	
Hires, fires, promotes personnle	Report trends and developments in Education		Health Referral Individual Counseling	Modes: Small group Large group Tutorial Independent Study	
Sets program objectives	Assess Needs- Staff Community Students		Group Counseling	Instruct in Content areas: Language Math Science Social Studies Art Music Dance Drama	
Sets budget				Scheduling	
Community Communication				Selects Instructional Materials	
Building Maintenance Operate Cafeteria				Coordinate Teams	

School Calendar - 1970-71

As a Planning Committee, you have many options available to you with reference to planning for in-service training given the constraints of the School Calendar. Some of these options might be:

1. Accept the calendar as planned assigning the nine days available to you throughout the school year to best fit your needs.

2. Lengthen the school calendar by delaying the school closing to allow for more in-service days.

3. Plan systematic early dismissal days throughout the school year, where the students are released early providing an in-service block of time to work with the faculty.

4. Organize a systematic independent study program whereby the students are free of assigned duties once a week or what ever length of time you so designate. This will free most of your teachers at that time.

5. Plan to use weekend time for retreats or training marathons.

6. Any combination of the above, or ideas of your own, that will still satisfy all school requirements.

September 1970

S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	17
20	21	22	23	24	25	26	
27	28	29	30				

October 1970

				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	22
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

November 1970

1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	18
22	23	24	25	26	27	28	
29	30						

December 1970

		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	17
20	21	22	23	24	25	26	
27	28	29	30	31			

January 1971

S	M	T	W	T	F	
					1	
3	4	5	6	7	8	
10	11	12	13	14	15	
17	18	19	20	21	22	
24 31	25	26	27	28	29	

February 1971

	1	2	3	4	5	6
7	8	9	10	11	12	
14	15	16	17	18	19	20
21	22	23	24	25	26	
28						

March 1971

	1	2	3	4	5	6
7	8	9	10	11	12	
14	15	16	17	18	19	20
21	22	23	24	25	26	
28	29	30	31			

April 1971

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 1971

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	
11	12	13	14	15	16	
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 1971

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 1971

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 1971

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Tentative school Closing June 6, 19

184 Calendar Days

175 Days required school in Session

In-Service Training Budget

The available budget for in-service training for the school year 1970-71 for Lincoln Elementary School:

*Overtime Salary Compensation	$3,500
Instructional Materials	$1,500
Consultants	$2,000
Travel	$1,500
TOTAL =	$8,500

These line items are not fixed; rather, they are suggestive of the possible breakdown you might make in planning the year.

*Per Diem Overtime Compensation is based on teacher contract agreements as follows:

	PER OVERTIME DAY
Certified Teachers	$25
Aides	$20
Administration & Psychologist	$30

LINCOLN ELEMENTARY SCHOOL

SUMMARY REPORT ON PERSONNEL 1969-70

Employee	Position	Age	Education	Years of Experience	*Performance Rating	*Relations with Staff	*Relations with Students	Attendance & Punctuality
Adamsky, Anna (Mrs.)	First	63	B.A.	37	3	4	3	5
Ames, Harold	Third	26	M.A.T.	4	5	3	4	4
Berniche, Jos.	Aide	24	12 gr.	2	3	4	5	3
Biggam, Glen	Second	25	B.S.	3	5	2	5	5
Dowd, Catherine (Mrs.)	Art	34	M.A.T.	8	5	5	5	5
Gwozdzik, Gladys (Mrs.)	Second	36	M.Ed.	8	3	2	2	4
Guiley, Paul	Fourth	22	B.S.	1	4	4	5	3
Foley, Wm.	Vice Principal	43	M.Ed.	14	5	5	5	5
Forare, Margaret	Nurse	56	RN	24	4	3	2	4
Forsyth, Carol (Mrs.)	Third	29	B.S.	4	3	4	3	4
Hahn, Leslie	First	37	M.A.	10	5	4	5	5
Hall, Lucie	Sixth	48	B.S.	18	4	4	3	5
Harris, Jean	Fourth	22	B.S.	1	5	3	5	3
Hert, Sandra	Aide	32	10gr.	1	2	3	3	2
Heinz, Adela	Sixth	36	M.A.	6	3	4	3	4
Hollister, Harold	Psychologist	58	Ed.D.	28	5	3	3	5
Howard, Julia	Sixth	36	B.A.	12	4	4	3	4
Hoyt, Donna (Mrs.)	Second	34	M.A.	6	5	4	5	5
Jager, Mary	Aide	33	12gr.	3	5	4	5	5
Johnson, Walter	First	24	M.A.	1	4	4	4	3
Jones, Kathy (Mrs.)	Music	31	M.Ed.	6	5	5	3	4

Employee	Position	Age	Education	Years of Experience	*Performance Rating	*Relations with Staff	*Relations with Students	Attendance & Punctuality
Judd, Francis	Third	58	B.A.	34	4	4	3	5
Katz, Lea (Mrs.)	Fifth	28	M.A.T.	2	3	2	3	3
Kell, Karen	Second	25	M.A.T.	2	5	5	5	4
King, Sally	Music	31	B.A.	6	3	4	4	3
Koch, Mary	Sixth	51	B.Ed.	21	3	4	2	5
LaFoe, Kathleen	First	23	B.Ed.	1	5	5	5	5
Liston, Anna	Aide	38	11gr.	2	3	3	2	3
Lockwood, Judith	Second	43	B.Ed.	13	4	4	5	4
Lyons, Mary	Fifth	49	B.A.	26	4	3	4	3
Murphy, Pat (Mrs.)	Aide	33	12gr.	1	4	4	5	4
Namaka, Pamela	Third	38	B.A.	12	4	5	4	4
Norton, George	Aide	28	12gr.	1	4	4	3	4
Panko, Max	Fourth	44	B.S.	10	4	3	3	4
Papple, Mark	Aide	26	11gr.	3	5	4	5	5
Pieppo, Edna (Mrs.)	Fifth	41	B.A.	16	4	4	3	4
Rost, Nancy (Mrs.)	Art	23	M.A.T.	1	5	2	5	4
Scully, Lois	Third	36	B.A.	9	3	3	3	5
Thayer, Delia	Librarian	48	M.A.	22	5	5	4	5
Toole, Harry	Fourth	42	B.Ed.	14	3	4	2	4
West, Marjorie (Mrs.)	Fifth	32	M.Ed.	6	4	4	5	4

*Scale of 1 to 5: Poor → Excellent